Chapter 4

Universal design was originally formulated by an architect, Ron Mace to assess the diverging physical needs of special populations. This carried on from physical needs to academic needs and learning styles.

1. Universal Design for Learning
2. Flexibility for all Learns
3. Making learning tailored to individual students.
4. Distinction between access to information and access to learning. Teachers must make learning accessible.
5. Research must be focused not just free access to the WWW. Web sites relevant to the task can be provided.

**FRAMEWORK**

1. Flexible Methods of presentation (Multiple ways to present info)
2. Strategic Learning
3. Multiple Options

Multiple Options

1. The aim is to make information and learning accessible using resistant and challenge.
2. The instructional goal is essential to provide support and know when to provide resistant and challenge.
3. The UDL framework provide guideless for using technology to support that balance and to provide students with a variety of options

Scaffolding to students that might have trouble learning info one way but presenting it to their needs.

The role of Digital media can provide multiple ways to present information at one time.

Students and teachers can network digital material in multiple ways simultaneously on the fly, modify appearance of information within one medium

Brain research shows the connection between students’ learning individualize instruction. UDL takes into account the kinds of brain network, recognition, strategy, and affect.

UDL challenges teachers to rethink the nature of curriculum materials and it helps them to set clear goals and apply flexible material to support and challenge each learner.